**PURPOSE OVERVIEW:** The following questions seek to discover the why behind the proposed new charter school.

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| **QUESTION 1** [BOE Policy E-700](https://boe.hawaii.gov/policies/Board%20Policies/Public%20Charter%20Schools.pdf) requires charter schools to serve a distinct purpose in advancing public education in Hawai‘i. How will the proposed charter school be innovative, unique, and important to the public education landscape in Hawai‘i? |
| **EVALUATION CRITERIA:***Response will be evaluated on how effectively the proposed school demonstrates:** ***Addressing the Needs of Public Education:*** *Identifies and addresses unmet or underserved needs within Hawai’i’s public education system, supported by data from surrounding schools and complexes. Explains the educational philosophy that justifies the school’s approach and how it supports the chosen instructional model (brick-and-mortar, virtual, or blended) based on the identified community (example: targeted population, or geographic area).*
* ***Expanding Public School Options:*** *Provides more diverse and accessible public school options for students and families, reflecting demand and the unique needs of the identified community.*
* ***Implementing Innovative Educational Practices:*** *Introduces evidence-based, innovative educational models or practices that distinguish the proposed school from existing options. Includes research supporting the school’s concept as innovative.*
* ***Reflective Hawai‘i’s Diverse Cultures, Places, and Values:*** *Embeds Hawai’i’s cultural heritage, local values, and diverse community identities into the school’s design, curriculum, and operations.*
* ***Providing a Community-Based School Model:*** *Demonstrates a focus on local control, engagement, and decision-making through meaningful community outreach and participation in planning. Shows evidence of support from local stakeholders and community organizations.*
* ***Delivering High-Quality Public Education:*** *Outlines a clear plan to provide high-quality education tailored to the students and communities served, aligned with the Commission’s Strategic Plan:*
	+ [*Characteristics of High-Quality Charter Schools*](https://www.chartercommission.hawaii.gov/images/Summary-of-High-Quality-Characteristics.pdf)
	+ [*Characteristics of Innovative Practices in Public Charter Schools*](https://www.chartercommission.hawaii.gov/images/Characteristics-of-Innovative-Practices-in-Public-Charter-Schools-FOR-COMMISSION-APPROVAL.docx.pdf)
	+ [*Diverse Educational Opportunities in Hawai‘i.*](https://www.chartercommission.hawaii.gov/images/Diverse-Educational-Options-of-Hawaii-Charter-Schools.pdf)
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| SUBMITTING ATTACHMENTS? [ ]  NO. There is no attachment submitted for this question.[ ]  YES. There are attachment(s) submitted for this question.Select # of attachments number of attachments submitted.*Notes:* * *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 1 – Attachment 1, Question 1 – Attachment 2, etc.*
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| **QUESTION 2** State the proposed school’s mission and vision. |
| **EVALUATION CRITERIA:***Response must include:** *a clear statement of mission and vision;*
* *a mission and vision focused on learning based on student needs; and*
* *a mission and vision that is relevant to the community the applicant proposes to serve*
* *Evidence that key elements of the school’s academic model or innovative practices are embedded within or aligned to the mission and vision*
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| **QUESTION 3**Describe the process, specify the people involved, and rationale that helped in the development of the mission, vision, and school design. |
| **EVALUATION CRITERIA:***Response must include, but is not limited to:** *a description of the process the board took to develop their mission and vision and school design. (Examples may include other schools or programs that have been researched or visited and what was learned from them that influenced this mission, vision and school design.)*
* *describe the foundational values that led to the creation of the mission and vision and how the mission and vision align to the educational needs of the students that the school seeks to serve.*
* *evidence of community engagement of the steps to develop their school design and how the community’s input and feedback informed or changed the school concept over time.*
* *evidence of research conducted supporting the need for this charter school in this community (examples may include academic performance reports from local schools, surveys, community forums, interviews from the community the schools proposes to serve).*
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**ACADEMIC OVERVIEW:** The following questions seek to understand the instructional intention and assessment practices of the proposed new charter school.  This section gets to the delivery of instruction and the monitoring of student performance both at an operational and governance level.

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| **QUESTION 4**What will be the proposed school’s Mission Aligned Initiative (MAI)?The MAI can be found in [Charter Contract 4.0 Academic Performance Framework](http://sharepoint.spcsc.hawaii.gov/public/Documents/Charter%20Contract%204.0%20Template.pdf) Section 6.11. and Exhibit A. Academic Performance Framework   |
| **EVALUATION CRITERIA:***Response must include reference to:** *Charter Contract 4.0 Academic Performance Framework Section 6.11. and Exhibit A. Academic Performance Framework (Articulation of a yearlong curriculum with units/lessons and assessments that target an aspect of the school mission/vision).*
* *characteristics of Innovative Practices;*
* *characteristics of High Quality: Promoting a Culture of Continuous Learning and Improvement;*
* *specific examples of MTSS, equitable access to instruction for challenged learners;*
* *aligned professional development for staff and parents;*
* *references social emotional learning and a discipline program that aligns with the mission and vision; and*
* *reference to academic and social emotional data monitoring.*
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| **QUESTION 5**Describe how your proposed school will assess student academic performance and use assessment data to drive instructional practices and meet school-wide academic goals. In your response, explain how the school will implement formative and summative assessments (beyond required state standardized tests), how data will inform instruction and interventions, and how the system of assessment supports all students, including English Learners, students with disabilities, at-risk students, and the targeted population. |
| **EVALUATION CRITERIA:***Response must include, but is not limited to:** *Examples of formative and summative assessments used to measure student progress (e.g., site-specific diagnostics);*
* *A clear description of the curriculum with benchmarks aligned to school goals;*
* *Use of assessment data to inform instructional planning and improve student outcomes;*
* *Vertical and horizontal grade-level meetings and embedded teacher planning time;*
* *Evidence of a continuous improvement culture, including:*
	+ *Data-informed decision making and instructional adjustments;*
	+ *School-wide goals and performance indicators measured using inquiry processes;*
	+ *Regularly scheduled data discussions among staff and governing board;*
	+ *MTSS strategies and interventions;*
	+ *Professional development aligned with the school’s mission and vision;*
	+ *Communication with families about student progress.*
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| **QUESTION 6**Describe the professional development plan for teachers and administrators focused on instructional strategies, data analysis, & continuous improvement. |
| **EVALUATION CRITERIA:***Response must include, but not limited to:* * *A comprehensive scope that addresses both academic and operational priorities*
* *Demonstrates a plan for evaluating effectiveness and building internal capacity over time*
* *Include specialized training programs with evidence supporting MAI, Curriculum, tech, etc.*
* *Include training schedule that includes union requirements and school initiative*
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| **QUESTION 7**Describe the system of accountability that will be developed and implemented for:* School administrators
* Teachers and Staff
 |
| **EVALUATION CRITERIA:***Response must include:** *A clear comprehensive description of the accountability system for school administrators, teachers, and staff*
* *Specific methods by which school administrators will hold teachers accountable for student success and alignment with the academic program*
* *A plan for implementing internal accountability systems to monitor academic performance and ensure alignment with performance expectations*
* *Demonstration of understanding and adherence to all applicable bargaining unit requirements related to accountability and evaluations*
* *A detailed explanation of how leadership will prioritize school improvement set both short- and long-term goals and monitor progress toward those goals*
* *A system for providing differentiated, targeted support based on individual needs, with frequent data analysis to inform interventions and drive improvement.*
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| **QUESTION 8**Describe the school’s policies and criteria for grade-level promotion and student advancement. How will the school determine whether students are prepared to move to the next grade? Include how academic, social-emotional, and developmental readiness will be assessed.If the proposed school includes a high school, answer the following questions:* Describe how the proposed academic program will meet and/or exceed the BOE’s graduation requirements.
* *If the applicant school intends to deviate from the Board of Education’s graduation requirements, please describe the proposed deviation and the rationale behind the requested changes.*

*Note: High schools will be expected to meet the BOE’s graduation requirements in accordance with* [*BOE Policy 102-15*](https://boe.hawaii.gov/policies/Board%20Policies/High%20School%20Graduation%20Requirements%20and%20Commencement.pdf)*.  High schools may be able to deviate from such graduation requirements if a waiver is obtained from BOE.  Any deviation from BOE Policy 102-15 requires a waiver from BOE, and Commission approval of an application does not constitute approval of any deviation from BOE’s graduation requirements.  If the application is approved, it will be incumbent on the proposed school either to: (1) obtain a waiver; or (2) if it cannot obtain a waiver, adjust its graduation requirements to meet BOE Policy 102-15.* |
| **EVALUATION CRITERIA:***Evidence must include, but is not limited to:** *Clear, developmentally appropriate criteria for promotion across grade levels (not limited to academic metrics).*
* *Includes multiple measures of student progress (e.g., assessments, teacher input, student portfolios).*
* *Addresses supports/interventions for students at risk of retention.*
* *Promotes equity by considering diverse learner needs (e.g., English learners, students with IEPs, trauma-affected students).*
* *Transparent communication plan with families about promotion standards and decisions.*

*For high school, Evidence must also include, but is not limited to:** *examples demonstrating an understanding the BOE graduation requirements and how credits are assigned and monitored;*
* *examples of a credit based instruction system; and*
* *example of how an alternative to credits would meet the BOE graduation requirements.*
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**FACILITIES and FINANCIALS OVERVIEW:** The following questions seek to clarify the proposed school's governing board’s understanding and knowledge of required financial practices that are involved in running a financially viable and sustainable charter school in the state of Hawaiʻi.

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| **QUESTION 9**Have facilities been identified and/or secured?  If so, provide a description of the facility and the rationale behind the selection of the facility.  If applicable, add the specific location of the secured facility. If a facility has not been secured, what research and steps have been taken to secure a facility within the community that the school intends to serve?  Provide a timeline with specific outcomes and dates for securing the facility. |
| **EVALUATION CRITERIA:***Response must include, but is not limited to:**If you have secured a facility:** *evidence that the facility supports the implementation of the proposed academic program (location, building type, etc); and*
* *description of the impact on the school’s budget.*

*OR**If you have not secured a facility:** *examples of the efforts you have made in identifying a facility within the community you plan to serve; and*
* *description of the possible impact on the school’s budget.*
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| **QUESTION 10**Provide a budget and staffing plan (see Exhibit 7) for years 0-5.  |
| **EVALUATION CRITERIA:*** *Budget must be provided on a Microsoft excel sheet.*
* *A clear and coherent overall narrative that explains how the budget supports the implementation of the academic and operational plans*
* *Provide Organizational Chart*

*If applicable, provide budget amounts and justification if using ESP.  If an ESP that provides substantive components of the school’s academic or instructional program is used, applicant must complete ESP questions (Exhibit 4)**If you are providing a slow growth model, the proposed budget must be reflective of that model.* |
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| SUBMITTING ATTACHMENTS? [ ]  NO. There is no attachment submitted for this question.[ ]  YES. There are attachment(s) submitted for this question.Select # of attachments number of attachments submitted.*Notes:* * *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 10 – Attachment 1, Question 10 – Attachment 2, etc.*
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| **QUESTION 11**If the proposed school is approved, state funding will **not** be provided for the pre-opening/pre-contracting period.  Explain how the funds needed during the pre-opening/pre-contracting period will be provided.  Include and describe:* The amount of funding the proposed school requires during the pre-opening period;
* What these funds will be spent on; and
* Plans for fundraising and what potential sources of funding will be sought.
 |
| **EVALUATION CRITERIA:***Evidence must include, but not necessarily solely consist of fundraising efforts and grant support.** *A detailed budget or spreadsheet outlining expected pre-opening costs, categorized by expense type, along with the projected timeline for expenditure.*
* *A clear and realistic fundraising plan, including:*
	+ *Targeted funding amounts.*
	+ *Identified funding sources (e.g., grants, donations, sponsorships).*
	+ *Status of funds already secured (e.g., pledges, grants, donations).*
	+ *Supporting documentation, such as:Copies of fundraising requests (e.g., grant applications, sponsorship letters).*
	+ *Commitment letters or confirmations of pledged funds, specifying amounts.*
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| **QUESTION 12**Describe what the budgetary priorities are and how it supports the school’s mission and vision for Years 0 through the first five years of operation. Highlight and explain any changes in priority from year to year. |
| **EVALUATION CRITERIA:***The answer must connect to and build off of Question 10 above. Response must outline the connection of the per pupil amount and expenses as they relate to school operations (mission, vision)**Evidence must include, but not necessarily solely consist of:** *Examples would include the clear development of a financially sustainable charter school - governance monitoring, seeking financial support, planning purchases, etc.*

*Review HRS 302D-28 to better understand charter school funding.* |
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| **QUESTION 13**Describe the internal fiscal management oversight systems that will be developed and implemented.  |
| **EVALUATION CRITERIA:***Evidence must include:** *processes and practices that will ensure and monitor fiscal solvency and employ checks and balances;*
* *description of the specific members and the process used by the applicant governing board to develop and implement the fiscal oversight system; and*
* *identify specific people/positions and explain their oversight duties and responsibilities.*

*Evidence could include, but not necessarily solely consist of:** *reference to Characteristics of High Quality of Charter Schools;*
* *examples citing the process of monitoring financial risk; and*
* *evidence of governing board experience in setting up sound financial systems including processes, policies and checks and balances.*
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**GOVERNANCE OVERVIEW:** The following questions seek to understand the genesis of the proposed school’s governing board, their processes and skill sets that have brought them together with a goal of establishing a high quality charter school in the state of Hawaiʻi.

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| **QUESTION 14**Pending approval, describe the process that the applicant governing board will take to transition from a planning governing board to an operational governing board that ensures the school meets the approved mission and vision. |
| **EVALUATION CRITERIA:***Evidence must include, but not necessarily solely consist of:** *reference to characteristics of high quality charter schools document; and*
* *reference HRS 302D-12 for suggested governing board make up.*
* *Include timeline, milestones, and responsible parties*
* *Strategies involving key stakeholders such as parents, community members, and staff transition process to foster transparency and inclusivity*
* *Include plans to open meeting requirements including timely posting of notices, agendas, and minutes.*
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| **QUESTION 15**Identify the systems the governing board will put in place to monitor and evaluate the school’s Performance Frameworks:* Academic Performance Framework (APF)
* Financial Performance Framework (FPF)
* Organizational Performance Framework (OPF)
 |
| **EVALUATION CRITERIA:***Evidence must include, but not necessarily solely consist of:** *Governing board monitoring process*
* *Examples of how the governing board will keep updated on student progress*
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